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ABSTRACT

This report surveys the opinions of parents, students, teachers and a few administrators regarding various aspects of the Family Life Education program at Eric Hamber Secondary School in Vancouver, British Columbia. The results indicate that parents and students were generally in favor of the content of the course but would like to see family budgeting added. There were no significant differences between the pre-test and post-test attitudes of the Grade 11 students toward 16 concepts pertinent to the course. In addition, the students in Family Life Education did not exhibit significantly different attitudes from those of students in Grade 12. Forty-nine percent of the students felt that Family Life Education had improved their ability to communicate; 42% felt greater self-confidence as a result of the course; 37% found it easier to discuss attitudes with the opposite sex. There was no indication that the value systems of the students were influenced either in a positive or negative direction, although many were positively oriented before taking the course. Further, the course provided new information, and students found it to be stimulating. (Author/MV)

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AN EVALUATION OF THE FAMILY LIFE EDUCATION COURSE AT ERIC HAMBER SECONDARY SCHOOL

Research Report 75-18

September, 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

This report surveys the opinions of parents, students, teachers and a few administrators regarding various aspects of the Family Life Education program at Eric Hamber Secondary School. The results indicate that parents and students were generally in favour of the content of the course but would like to see family budgeting added. There were no significant differences between the pre-test and post-test attitudes of the Grade 11 students toward sixteen concepts pertinent to the course. In addition, the students in Family Life Education did not exhibit significantly different attitudes from those of students in Grade 12.

There was no support for the hypothesis that the value systems of the students were altered in a negative way. It seems that by taking the course value systems already existing are clarified.

Recommendations based on the data are presented.

AN EVALUATION OF THE FAMILY LIFE EDUCATION COURSE AT ERIC HAMBER SECONDARY SCHOOL

INTRODUCTION

On December 31, 1974 a final report on the Vancouver School Board pilot project in Family Life Education was submitted by Claudia Stein, Family Life Program Developer, who was employed by the Student Services Division of the Vancouver School Board. The report contained a proposed framework for Family Life Education Programs. However, it was decided that a further evaluation was needed.

Basically, the content of the course has remained similar to the proposed framework and is outlined in the Home Economics Curriculum Guide in Human Development 9 and Family Life 12 (1974).

This report is an evaluation of the opinions of parents, teachers and administrators, and the opinions and attitudes of students toward the Family Life Education course at Eric Hamber Secondary School for the term January to June, 1975. The Family Life Education course at the school had five basic objectives:

1. To promote an understanding of self in relation to others and society.

2. To promote the growth of young men and women toward emotional strength and maturity so as to enable them to make sound decisions regarding their personal lives despite the many social and emotional pressures they encounter.

3. To promote the development of attitudes and values which will enable young people to act responsibly, co-operatively and with concern for others in all human relationships.

4. To provide maturing young men and women with a sound knowledge of physical, emotional, moral and social aspects of human sexuality and interpersonal relationships so that these may be understood as a wholesome part of the growth and development of the individual; and

5. To provide maturing young men and women with a knowledge and understanding of the responsibilities and cooperation required for a successful marriage and family.

It is the purpose of this report to survey the attitudes of students and the opinions of students, parents, teachers and administrators involved in the Family Life Education program at Eric Hamber Secondary School. In addition; parents, teachers and administrators as well as students have been asked to respond to questionnaires as to whether certain topics should be included in the curriculum, whether the school should be involved in certain topics at all and at what age level the Family Life Education program should be introduced. Some additional information regarding opinions on teacher qualifications and desirability of such a program have also been solicited.

METHOD

Design of the Study

The semantic differential instrument, Osgood (1962) was used to assess students' attitudes toward various concepts. The semantic differential is a collection of scales that employ direct ratings of concepts to obtain measures of attitudes. The scales of bipolar adjectives are used to measure various facets of meaning.

Three classes of students took part in the evaluation of the Family Life Education program at Eric Hamber Secondary School. It was not possible to obtain a matched control group at Hamber School since there were no other Grade 11 classes which did not take either Psychology, Humanities or Family Life Education. Since these courses overlap somewhat in content, the students in these courses could not be utilized as a control. A control group of Grade 12 students who had not taken any of the courses listed above was administered the questionnaire. This enabled comparison of attitudes of individuals who had taken the course with those of others who had not. A test booklet was constructed that contained sixteen concepts pertinent to the Family Life Education course (see Appendix D). The adjectives for these concepts were those found in previous studies to be contained in the evaluative factor (Nunnally, 1970), and those considered suitable for the concept under consideration.

A questionnaire was designed to assess the opinions of the students on a variety of statements. Responses were to be made from a choice of five alternatives ranging from "strongly agree" to "strongly disagree." The statements covered various aspects of the Family Life Education course. A copy of this questionnaire may be found in Appendix C.

Student, parent and teacher questionnaires were designed to solicit opinions regarding content of the course, negative or positive effects, teacher qualifications, and at which grade level the Family Life Education course should be introduced. A copy of this questionnaire may be found in Appendix A.

A separate open-ended questionnaire was utilized for gathering input from students regarding course benefits, content emphasis and suggestions (see Appendix B).

Analysis

Comparison of pre-test scores with post-test scores on the Semantic Differential for the students taking Family Life was carried out. In addition, post-test scores of the Family Life students were compared with with scores of Grade 12 students who had not taken a Family Life or Psychology course.

Multivariate contingency tabulation (1974) was carried out on the remaining questionnaires. This yielded percentages of various responses.

RESULTS AND DISCUSSION

Copies of the questionnaires and the tabulated responses are presented in the Appendices.

Approximately 90 questionnaires were mailed to parents. Forty-eight (53%) were returned completed. Four of the 48 questionnaires were returned after the deadline and were not included in the analysis. Eighty-two students, (91% return) completed the same questionnaire. Six teachers and two administrators also responded to this questionnaire. Certain items on the questionnaire were to be answered by students and teachers only. Comments are included for questions 9, 11, 12 and the additional objectives section. Responses are summarized in Appendix A.

The open-ended questionnaire for students and some of the typical responses to questions 1 through 5 are also presented in Appendix B.

Fifty-eight students responded to the Student Opinion Questionnaire. The statements on the questionnaire are either positive or negative to the Family Life Education course. Students could respond that they agree, are indifferent towards or disagree with the particular statement. The 27 statements on this questionnaire sampled a wide variety of beliefs and opinions. The number of students choosing a particular response and the percentage responding to the items are presented in Appendix C.

The semantic differential instrument with means[1] for pre-test and post-test scores on each of the bipolar adjectives for the 16 concepts and the means for the control group of students are presented in Appendix D.

Tests for statistical significance[2] revealed that post-tests mean scores were not different from pre-test mean scores and that scores for Family Life students were not different from those of students who had not taken the course.

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1 The semantic differential consisted of seven-point scales. Coded values of one to seven from left to right were utilized for scoring the responses. From these scores were calculated means for each group.

2 Hotelling "t^2" (see Appendix E)

The student, parent and teacher questionnaire (Appendix A) yielded some interesting findings. A large majority of the students (81.7%) indicated that the school system should offer courses in the area of communication, interpersonal relationships, values, human development and sexuality. Only 2.4% of the students thought that these courses should not be taught. The remainder 12.2% believed some of these areas should be taught and others not; 3.7% did not respond to this question. A similar pattern was noticed for parental responses to this question; 61.4% favoured all of these areas being offered and a 29.6% response for only some of them. Only 4.6% of the parents suggested that none of the areas should be offered. For the respondents, (both students and parents) who felt that only some of the areas should be offered, the most prevalent area which they thought should not be offered was sexuality. However, for some of these, the meaning of sexuality was not entirely clear. A few students indicated that abortion, death and dying should not be offered because of the effect these topics had on them. Approximately 41% of the students and the same percentage of parents believed that Grades 10 to 12 was the level for the introduction of a Family Life Education course. The remainder of the parents and students suggested that the course should be offered at some lower level. (Appendix A, question number 6). Four of six teachers believed that the course should be introduced at the Grade 1 to 3 level.

Seventy-four percent of the students indicated that parental consent should not be required to take the course. The parents were divided on this issue, 45.5% believed parental consent should be required while 54.5% thought that it should not be required.

The majority (89% of the students and 75% of the parents) was aware of the subject matter in the Family Life Education course. Since 25% of the parents were unaware of the subject matter, a greater effort should be made to provide this information.

The majority of students (64.6%) believed that little of the subject content of the course is covered in other courses. This may indicate that information not presented in other programs is being made available. The content duplication that does occur seems to involve information currently available in Biology, English, Social Studies and Guidance. The common content apparently is presented in a different manner in the Family Life Education course.

Seventy-one percent of the students and two of the six teachers believed tha the Family Life course had no effect on other students not taking the course. Of the students who thought there was a positive effect, the common comment was that the Family Life Education students interested other students and advised them to take the course. This should be reflected in increased enrollment in the course. The negative effect on other students was their not having the knowledge of the content of the course or "being left out" of discussions.

Those in favour of the Family Life Education course in the school generally believed that the teacher should be married, have knowledge in the area to be taught, have taken some appropriate courses in Psychology and be sympathetic, trusting and communicative towards teenagers.

The majority of parents and students indicated that the specific objectives should be in the school curriculum and are appropriate objectives for a Family Life Education course. All of the teachers and administrators believed the specific objectives to be appropriate in the school curriculum and for a Family Life Education course.

Under additional objectives, topics were suggested by parents such as choosing a marriage partner, understanding of parents, sex education from a clinical standpoint and the practical aspects of employment and budgeting.

The respondents to the Family Life Questionnaire (see Appendix A) indicate that more information should be made available to parents regarding course content. The term "sexuality" as used in the course should be clarified. The specific objectives of the course should be retained with slightly more stress on the understanding of human behaviour and financial management.

Appendix B contains comments by students toward the course. Students liked being treated as adults, discussing various topics, having guest lecturers, and becoming aware of their own value systems. They did not like spending a great deal of time on self-awareness, filling our evaluation forms and (for some of the students) discussing abortion and death.

The students were of the opinion that the most beneficial aspects of the program were understanding human behaviour, providing correct information regarding various topics, and learning about birth control and venereal diseases. Topics they felt that were treated with too much emphasis included discussions on morals and values, abortion and venereal diseases. Topics underemphasized were child rearing philosophies, marriage, discussion of sexual matters and field trips. Areas some students felt that were not adequately covered included money management, racial prejudice and outdoor classes. Suggestions included more guest speakers, field trips and small group discussions.

The implications of these responses for the teachers of Family Life Education are clear; more field trips, more guest speakers and more small discussion groups. Some areas of the course seemed to be dealt with for too long a time. In others, additional content might well be added.

Appendix C contains the 27 item Family Life Opinion Questionnaire and the number and percentage of respondents choosing each alternative.

Approximately half of the students (49%) felt that the course improved their ability to communicate. Forty-two percent thought that the course gave them greater self-confidence.

A majority (81%) disagreed that the course has caused them to have poorer relationships with their parents. The statistics indicate that there is little support for the statement that taking Family Life Education has caused a deterioration in family relationships for the students at Eric Hamber Secondary School.

There was some increase in the ease with which members of the opposite sex could discuss attitudes: 37% found it easier to converse, 44% were indifferent and 19% disagreed that the course made conversation regarding attitudes easier with the opposite sex. Sixty-two percent of the respondents were of the opinion that sexual misconceptions held previously had been corrected since taking the course.

A better understanding of the responsibility of relationships with people was claimed by approximately 64% of the students.

Approximately 29% of the students responded that the course did not increase the respect they had for their parents, approximately 21% were of the opinion that their respect for parents had increased and 50% had no opinion. Responses to Question 19 indicate that approximately 71% of the students were more aware of parental responsibilities as a result of taking the course. The results of these two questions indicate that students of Family Life Education obtain more knowledge of parental functions and that some of them have an increased respect for their parents.

The majority of the respondents (60%) disagreed that questions asked in the course were embarrassing. Approximately 35% of the students thought that certain questions should not be asked since their answers do not concern others.

The hypothesis that students would be more inclined to experiment with sex because they have taken a Family Life Education course is contradicted by the opinions of the students. Only 4 out of 58, approximately (7%) felt that the course had this influence on them.

Most of the students (62%) disagreed that they were being used as "guinea pigs" in the course and of those who did (26%), the common complaint was about the filling out of the questionnaires for the evaluation of the program.

About one-half (47%) of the students indicated that sex education should be taught in conjunction with moral values.

Only one student was of the opinion that sexual education should not be taught in schools.

Approximately 60% of the students were of the opinion that myths and misinformation regarding human behaviour were clarified. These results indicate that the course is providing useful information for the majority of students.

Fifty-nine percent of the students claimed that they became more aware of themselves generally since taking the course.

The teachers of the Family Life Education course were considered to be comfortable discussing various aspects of the course by the majority of the students (67%).

Since nearly one-half (46%) of the students felt the course should be offered at an earlier age, thought should be given to the introduction of a suitable course to certain students in the lower grades, possibly Grades 8 or 9.

The course has caused approximately 26% of the respondents to believe that they will be more realistic in selecting a mate.

A majority of the students (69%) became more aware of various aspects of family law as a result of taking the course.

Ninety-five percent of the students believed that the communication of feelings in marriage was essential.

Approximately 59% of the students increased their knowledge of community resource information as a result of taking the course.

Most students (67%) were of the opinion that their basic values had not changed because of the course, Apparently the course does little to alter basic values of students but it seems to increase awareness and clarify personal values already established (62%).

One-half of the respondents thought that the course made them more tolerant of differing opinions.

A majority (69%) indicated that Family Life Education was an improvement over the old Guidance program.

Finally, 74% of the students found the Family Life Education program useful to them. Only 17% did not.

The results of the questionnaire (see Appendix C) reveal that the students obtained new information from the course, clarified their own value systems and found the course useful. They do not support the hypothesis that moral and social values were lowered as a result of the course.

It does not support the notion that as a result of the course the students experiment more with sex. The report rejects the contention that respect for parents would decline. It supports the need for sexual education to be taught in school.

The semantic differential in Appendix D did not reveal any significant differences between pre-test and post-test scores of the Family Life Education students. This indicates that for the concepts presented there was no significant change in attitude during the period of the course.

This is not surprising in view of the literature on attitude change (Lewin, 1951 and Festinger, 1958). Comparison of the post-test scores of this group with the control group who had not taken a course in psychology indicate the attitudes of the Family Life students towards the concepts presented were not different from those of other students.

Some interesting aspects of students' attitudes towards concepts were revealed by the semantic differential instrument.

The students felt "<u>marriage</u>" to be a positive concept but were non-committal about "<u>conflicts in marriage</u>." "<u>Families</u>" was rated as a positive concept. "<u>Financial independence</u>" was also rated positively.

Students rated the concept "racial prejudice" negatively whereas they rated positively "self-awareness" and "birth control". There seems to be a great deal of conflict about "physical aggression" since the students did not value it negatively or positively. They were in favour of "equal status for men and women," and indicated that "discipline" was a positive concept.

IMPLICATIONS

1. Teachers of Family Life Education might consider having more small group discussions.

2. Teachers might well consider inviting more guest lecturers.

3. Field trips should be considered to provide more information on various aspects of the course.

4. Although only 25% of the parents were unaware of the course content of the Family Life Education course, a greater effort might be made to inform parents of this content in order to reduce misinformation.

5. Parental consent should continue to be considered as a prerequisite for entry to the course.

6. An explanation of sexuality as it is dealt with in the course may be considered.

7. The overlap of course content with other areas - Biology, English, etc. - should be re-examined.

8. Consideration may be given to a version of the Family Life Education course for some students at the Grade 8 level.

9. Further evaluations of the Family Life Education program should be undertaken.

SUMMARY

This report has attempted to survey the opinions of parents, students, teachers and a few administrators regarding various aspects of the Family Life Education program at Eric Hamber Secondary School. In addition, a measure of student attitudes regarding certain concepts over time was carried out. The findings were generally favourable. The majority of parents, teachers and students approve the content of the course. Some areas received criticism. Forty-nine percent of the students felt that Family Life Education had improved their ability to communicate; 42% felt greater self-confidence as a result of the course; 37% found it easier to discuss attitudes with the opposite sex. There was no indication that the value systems of the students were influenced either in a positive or negative direction, although many were positively oriented before taking the course.

Further, the course provided new information, and students found it to be stimulating.

Recommendations for additional objectives and for a suitable version of the course for lower level grades were made. Other appropriate recommendations were presented.

Future evaluations may take into consideration the measurement of attitudes towards other concepts. Comparison of pre-test and post-test scores may be carried out on a control group and the differences, if any, compared with the differences between pre-test and post-test scores for the Family Life group of students. An attitude questionnaire measuring the degree of satisfaction (that the students obtained) with the course may also be utilized.

Future evaluations should maintain the use of multiple inputs in order to obtain a balanced picture of opinion and attitudes.

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APPENDIX A

FAMILY LIFE EDUCATION PROGRAM

Questionnaire to Students, Parents and Teachers

and

Summary of Responses for Each Group

ALL REPLIES WILL BE KEPT COMPLETELY ANONYMOUS

INSTRUCTIONS:

1. Please choose ONE response for each question and circle the appropriate letter of your choice.

2. If you change your mind be sure to erase the first mark completely.

3. Certain questions are to be answered by teachers only or teachers and students only. These questions will be prefixed by a capital T for teachers and S for students. Everyone - parents, students and teachers - is requested to answer the remaining questions.

4. There are no right or wrong answers. Choose the answer which is true for you or which seems BEST from your own experiences.

5. For some questions, you will be asked to provide an answer in detail directly on the lines provided in this booklet.

- DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE -

APPENDIX A, continued

FAMILY LIFE EDUCATION PROGRAM

GENERAL OBJECTIVES

For information purposes, the following statements, taken from the FAMILY LIFE EDUCATION (FLE) curriculum outline, represent the general Senior Secondary School objectives related to the Family Life Education (FLE) course in your school.

The objectives are:

1. to promote an understanding of self in relation to others, and society;

2. to promote the growth of young men and women toward emotional strength and maturity so as to enable them to make sound decisions regarding their personal lives despite the many social and emotional pressures they encounter;

3. to promote the development of attitudes and values which will enable young people to act responsibly, accountably, cooperatively and with concern for others in all areas of human relationships;

4. to provide maturing young men and women with a sound knowledge of physical, emotional, moral, and social aspects of human sexuality and interpersonal relationships so that these may be understood as a wholesome part of the growth and development of the individual; and

5. to provide maturing young men and women with a knowledge and understanding of the responsibilities and cooperation required for successful marriage and family.

APPENDIX A, continued

FAMILY LIFE QUESTIONNAIRE

1. Please indicate whether you are a student, parent, teacher or school administrator.

	No. (Number of responses)
(A) student	82
(B) parent or guardian	44
(C) teacher	6
(D) school administrator	2

2. Are you male or female?

	Student		Parent		Teacher	Administrator
	No.	%	No.	%	No.	No.
(A) male	39	47.6	10	22.7	2	1
(B) female	43	52.4	34	77.3	4	1

(T) 3. At what school level are you presently teaching?

	Teacher	Administrator
(A) junior secondary	1	0
(B) senior secondary	5	2

(T) 4. Please indicate which of the following applies to you:

	Teacher	Administrator
(A) I am presently teaching Family Life Education (FLE).	6	0
(B) I taught FLE in the past but do not teach it now	0	2
(C) I have never taught FLE.	0	0

5. Are you generally in favour of the school system offering courses which involve such areas as communication, interpersonal relationships, values, human development, and sexuality?

	Student		Parent		Teacher	Administrator
	No	%	No.	%	No.	No.
(A) yes, for <u>all</u> areas	67	81.7	27	61.4	6	2
(B) yes, for <u>some</u> areas	10	12.2	13	29.6	0	0
(C) no, for <u>none</u> of the areas	2	2.4	2	4.6	0	0
no response	3	3.7	2	4.6	0	0

If you answered 5(A), please go directly to #6.
If you answered 5(B), please give details below and then go to #6.
If you answered 5(C), please give details below and then go directly to #7.

Which areas should <u>NOT</u> be offered and why not?

Students' Comments

<u>Areas that should not be offered:</u>

- "Sections on how we value ourselves are boring. I learned nothing, it was stupid. Spend a week on it if you have to."
- "Death and dying"
- "Abortion, too biased."
- "The abortion and birth area should not be offered because it is too horrible and terrible for me to see those films and pictures."
- "I think all areas should be offered. My concern is in the area of how well-qualified the teachers are to give this course, this is of paramount importance, as many areas are difficult to handle.

APPENDIX A, continued

FAMILY LIFE QUESTIONNAIRE

Parents' Comments

Areas that should not be offered:

- "Not so much emphasis on birth control methods - if child is thinking of pre-marital sex, could consult family doctor."
- "Sexuality - students don't need to learn from someone else how to be more attractive sexually. That is something that should be developed by the student by maturity. I'm not entirely clear what sexuality means in this report."
- "Sexuality-
  I feel the standard in today's values affects the students' morals. Sexuality and boy-girl relationships are not a necessary learning course."
- "Sexuality should be taught but not in too much detail for elementary schools. Reason: most children are not mature enough to benefit from such details."
  "Sexuality because it should be the job of the parents."

6. At what grade level do you think such a course should be introduced?

	Students		Parents		Teachers	Administrator
	No.	%	No.	%	No.	No.
(A) grades 1-3	3	3.7	3	6.8	4	1
(B) grades 4-6	4	4.9	1	2.3	0	0
(C) grades 7-8	23	28.0	10	22.7	1	0
(D) grade 9	16	19.5	5	11.4	0	0
(E) grades 10-12	34	41.5	18	40.9	1	1
no response	2	2.4	7	15.9		

7. Do you feel written parental consent should be required for a student's enrollment in a FLE class?

	Students		Parents		Teachers	Administrator
	No.	%	No.	%	No.	No.
(A) yes	21	25.6	20	45.5	4	1
(B) no	61	74.4	24	54.5	2	1

8. Are you generally aware of the subject matter covered in a FLE course in your school?

	Students		Parent		Teacher	Administrator
	No.	%	No.	%	No.	No.
(A) yes	73	89.0	33	75	6	2
(B) no	8	9.8	11	25	0	0
no response	1	1.2	0	0	0	0

9. (T & S) To what extent do you feel that the subject content presented in FLE is covered in other courses?

	Student		Teacher
	No.	%	No.
(A) All of the subject content presented in FLE is covered in other courses.	1	1.2	0
(B) Most of the subject content presented in FLE is covered in other courses.	3	3.7	0
(C) Some of the subject content presented in FLE is covered in other courses.	18	22.0	3
(D) Very little of the subject content presented in FLE is covered in other courses.	53	64.6	3
(E) I am not familiar with the FLE course content.	6	7.3	0
(F) No response	1	1.2	0

APPENDIX A, continued

FAMILY LIFE QUESTIONNAIRE

If you answered 9(A), (B), (C), or (D), please indicate details below, then go on to #10.
If you answered 9(E), please go directly to #11.

Please list areas of content that were covered in FLE and also covered in other courses. Also specify in which course the duplication occurred.

- "Human reproduction, sex education, growth, genetics, and drugs in biology and science,"
- "Communications, values in life, understanding of self and psychological processes in English,"
- "Relations with others and sexuality in guidance,"
- "Social issues in social studies," and
- "None is duplicated"

10. Was the subject content common to both FLE and the other course(s) dealt with in the same manner?

(T & S)	Students No.	Students %	Teachers No.
(A) yes	11	13.4	0
(B) no	46	56.1	3
(C) don't know	25	30.5	3

11. Do you feel that the existence of the FLE course in your school has had any effect on other students who are not taking FLE?

(T & S)	Students No.	Students %	Teachers No.
(A) yes- a positive effect	15	18.3	4
(B) yes - a negative effect	9	11.0	0
(C) no effect at all	58	70.7	2

If you answered 11(A), please answer Part I below, then go to #12.
If you answered 11(B), please answer Part II below, then go to #11.
If you answered 11(C), please go directly to #12.

Part I: What positive effect did the FLE course have on other students?

(S)

- "It made them interested in the course. Most of my friends who have already taken psychology plan to take Family Life because of my positive reaction."
- "People have learned things from the lady's talk on birth control and V.D."
- "As most FLE students enjoyed the course, they pass on information from and about the course to others, thus interesting and involving them."
- "They know you can be trusted or honest with each other."
- "it made them aware of the course and increased the enrollment. It caused discussion and knowledge among students."
- "The other students who are not taking FLE will feel left out."
- "They are not as aware or as knowledgeable about most things as they make out to be."

APPENDIX A, continued

FAMILY LIFE QUESTIONNAIRE

12. If you are generally in favour of such courses as FLE in the school, what personal and/or professional qualifications would be most important for such a teacher?

Students' Comments

- "Young, truly interested, understanding, open-minded, good personality and fairly informed on the topic."
- "None. The teacher doesn't need any. He just needs a background and also to have guest speakers."
- "The teacher has to be easy to get along with and not have a temper. Understanding is about the most important."
- "To have confidence in themselves."
- "To be able to get along with people, to keep a cool temper, and not only pick on a few people."
- "Know some psychology and how to get along with people. Been a counsellor for some time. Got a reputation for trust."
- "Someone who most kids know and trust. Must have a sense of humor and qualifications in psychology, English and other courses related with people."
- "Someone who will not bore you, he himself should be qualified to inform students on V.D. and birth. I feel no one can teach sex to someone, it is found out by the individual but it can be taught to a point. Don't try so hard to change people."
- "One married teacher with a child and one single, youngish (25-40) and able to be open-minded, well-read on topics."
- "Must have gone through some of the experience talked about."
- "Experience in the areas they must teach."
- "Counselling, liking and understanding students' problems."
- "Easy-going, should be a counsellor or a person who works closely with kids."

Parents' Comments

Personal/Professional Qualifications

- "Preferably to be of married status, to have participated in encounter or self-awareness groups."
- "Sound knowledge and understanding of growth and development of maturing young men and women."
- "Communication - school counsellors with transactional analysis training. Interpersonal relationships and knowledge of human development for teaching sexuality, teaching qualifications similar to a medical health officer."

APPENDIX A, continued

FAMILY LIFE QUESTIONNAIRE

Parents' Comments, Question 12, continued

- "Great care must be taken in selecting a teacher with the proper skills and background for teaching this course. A poor teacher without adequate training and values could do more harm than good in teaching this class. The concept is good."

- "The teacher should have a family and a good educational background in the subject area. Ability to deal with the students."

- "Good character, articulate, with plenty of advanced psychology."

- "Background in psychology and social work essential. Ability to relax people and draw them out; understanding; patience."

(majority of parents whose children attend Hamber.)

Additional Objectives

- "I feel all these objectives should in some way be discussed through the school curriculum. The Family Life course is a good means to teach some of them. I feel this course coupled with healthy home discussions will do nothing but help our teenagers develop and cope with our society."

- "Schools should teach sexual education as far as its clinical aspects are concerned (reproduction, birth control, venereal disease, etc.) The development of moral and human values should be left to the home and to the general environment."

- "More stress on value of choosing right partner in marriage - not rushing into marriage. Didn't think showing of fetus necessary - quite a shock to our daughter."

- "To help students understand their parents as well as parents understanding their child. Make students realize that parents are human beings with faults and shortcomings - and that a good relationship during these years is very important. Maybe the student would be less rebellious, and their home life would be much more pleasant."

- "How to look for employment."

- "To help students understand how to invest their income wisely; something about real estate, mortgages, etc."

The following statements reflect specific Senior High School objectives related to the course in your school. Please indicate by checking "yes" or "no" whether each objective should be in the school curriculum, and whether the objective is appropriate for a Family Life course.

At the end of the list of specific objectives there is space to add any further objectives you feel should be considered.

N= 44 parents

SPECIFIC OBJECTIVES	Should this objective be in the school curriculum?			Is this objective appropriate for a Family Life course		
	YES	NO	NO RESPONSE	YES	NO	NO RESPONSE
Example: To assist students ...						
1. To assist students to understand that each person is an individual, continually being changed by experiences.	32	3	9	35	0	9
2. To help students to recognize emotions and feelings and to be aware of their effect on behavior.	28	7	9	34	1	9
3. To help students to understand the forms of communication between people and to improve their personal communication skills.	34	2	8	33	1	10
4. To help students improve the means by which they make decisions so that they are aware of the consequences of their actions.	34	3	7	30	3	11
5. To assist students in clarifying the concepts of love, trust, and interdependence.	28	7	9	33	2	9
6. To provide the opportunity for students to develop a sense of responsibility and commitment to others.	34	3	7	31	2	11
7. To help students become more aware of their personal values and attitudes.	33	3	8	32	2	10
8. To assist students in the clarification of their personal standards of behaviour.	33	3	8	31	3	10
9. To assist students in understanding human reproduction which includes male and female anatomy, conception, pregnancy and birth.	26	9	9	33	2	9
10. To assist students in learning a working vocabulary related to human sexuality and reproduction in order to better communicate with others.	26	8	10	32	2	10
11. To provide students with the basic facts concerning venereal diseases (causes, symptoms, and sources of treatment).	30	5	9	33	2	9
12. To help students understand that human sexuality involves both physical and psychological factors.	29	6	9	33	2	9

continued ...

APPENDIX A (continued)

N = 44 parents

SPECIFIC OBJECTIVES	Should this objective be in the school curriculum?			Is this objective appropriate for a Family Life course?		
	YES	NO	NO RESPONSE	YES	NO	NO RESPONSE
13. To help students develop a healthy attitude toward their own sexuality (maleness/femaleness).	25	10	9	30	5	9
14. To alleviate student concerns related to myths, misinformation, and ignorance in the area of human sexuality.	29	5	10	32	3	9
15. To help students understand the evolution of the marriage and family institution in our society, including the influence of other institutions, its present functions and difficulties, and possible future trends.	32	2	10	34	2	8
16. To help students understand child development and several child rearing philosophies	25	8	11	30	6	8
17. To help students consider the various aspects of dating and choosing a marriage partner.	24	9	11	32	4	8
18. To assist students in making wise decisions regarding the management of personal and family income.	33	2	9	30	5	9
19. To assist students in understanding that developing and maintaining a satisfying personal relationship requires constant effort.	32	3	9	32	3	9
20. To help students understand the responsibilities of parenthood and the concepts and methods of family planning.	27	6	11	34	2	8

PLEASE LIST ANY ADDITIONAL OBJECTIVES YOU FEEL SHOULD BE CONSIDERED.

- THANK YOU -
VANCOUVER SCHOOL BOARD
Evaluation & Research Department

The following statements reflect specific Senior Secondary School objectives which may relate to the course in your school. Please indicate by checking "yes" or "no" whether each objective should be in the school curriculum and whether the objective is appropriate for a Family Life Education course.

At the end of the list of specific objectives there is space to add any further objectives you feel should be considered.

N = 82 students

SPECIFIC OBJECTIVES	Should this objective be in the school curriculum?			Is this objective appropriate for a Family Life course?		
	YES	NO	NO RESPONSE	YES	NO	NO RESPONSE
Example: To assist students ...						
1. To assist students to understand that each person is an individual, continually being changed by experiences.	78	2	2	78	1	3
2. To help students to recognize emotions and feelings and to be aware of their effect on behavior.	68	10	4	78	1	3
3. To help students to understand the forms of communication between people and to improve their personal communication skills.	74	6	2	75	3	4
4. To help students improve the means by which they make decisions so that they are aware of the consequences of their actions.	69	8	5	67	9	6
5. To assist students in clarifying the concepts of love, trust, and interdependence.	57	20	5	72	3	7
6. To provide the opportunity for students to develop a sense of responsibility and commitment to others.	74	4	4	68	8	6
7. To help students become more aware of their personal values and attitudes.	72	6	4	75	4	3
8. To assist students in the clarification of their personal standards of behaviour.	60	17	5	63	14	5
9. To assist students in understanding human reproduction which includes male and female anatomy, conception, pregnancy and birth.	58	19	5	74	5	3
10. To assist students in learning a working vocabulary related to human sexuality and reproduction in order to better communicate with others.	52	25	5	62	15	5
11. To provide students with the basic facts concerning venereal diseases (causes, symptoms, and sources of treatment).	67	12	3	76	2	4
12. To help students understand that human sexuality involves both physical and psychological factors.	58	20	4	74	6	2

continued....

APPENDIX A (continued)

N = 82 students

SPECIFIC OBJECTIVES	Should this objective be in the school curriculum?			Is this objective appropriate for a Family Life course?		
	YES	NO	NO RESPONSE	YES	NO	NO RESPONSE
13. To help students develop a healthy attitude toward their own sexuality (maleness/femaleness).	49	28	5	68	12	2
14. To alleviate student concerns related to myths, misinformation, and ignorance in the area of human sexuality.	57	19	6	71	6	5
15. To help students understand the evolution of the marriage and family institution in our society, including the influence of other institutions, its present functions and difficulties, and possible future trends.	60	15	7	72	6	4
16. To help students understand child development and several child rearing philosophies	53	19	10	68	7	7
17. To help students consider the various aspects of dating and choosing a marriage partner.	45	33	4	63	14	5
18. To assist students in making wise decisions regarding the management of personal and family income.	62	15	5	58	18	6
19. To assist students in understanding that developing and maintaining a satisfying personal relationship requires constant effort.	57	20	5	63	13	6
20. To help students understand the responsibilities of parenthood and the concepts and methods of family planning.	59	17	6	75	2	5

PLEASE LIST ANY ADDITIONAL OBJECTIVES YOU FEEL SHOULD BE CONSIDERED.

- THANK YOU -
VANCOUVER SCHOOL BOARD
Evaluation & Research Department

APPENDIX B

STUDENTS' COMMENTS ON
FAMILY LIFE EDUCATION PROGRAM

You would assist me by replying to the following questions without signing your name. Thank you.

M. MIDDLETON
Education Research
Vancouver School Board

1. Indicate

   (a) what you liked in particular:
   -"Well-organized and planned."
   -"Truth and openness."
   -"The sex part was very informative and should be taught to everyone."
   -"Bring the people in from the clinic about birth control, death and dying".
   -"The fact that our instructors consider us adults and discuss topics as adults would."
   -"Communication and personal values."
   -"Birth control."
   -"To become more aware of your own personal values and attitudes toward life."

   (b) what you did not like:
   -"Misconceptions."
   -"The questionnaires we were asked to complete."
   -"At times topics were dropped out."
   -"Dating."
   -"Abortion and death and dying."
   -"I can't think of any." "

2. List the most beneficial aspect of the program:
   -"The whole program was beneficial for me."
   -"Hearing others' opinions on different topics and thus learning more about them."
   -"To supply correct ideas which students are interested in."
   -"All equally important."
   -"Course made me more aware of what other people think, and think more about why people do things."
   -"The most beneficial topics are birth control and V.D."
   -"The understanding of oneself."

3. Indicate the points that were treated:

   (a) with too much emphasis:

   -"Children."
   -"The part about morals and values, they won't change mine anyways."
   -"Self-evaluation."
   -"Abortion."
   -"Death and dying."
   -"V.D. went on too long because most of us knew it before."

APPENDIX B, continued

(b) with not enough emphasis:
- "Group field trips? What happened to them?"
- "You couldn't get in any good discussions in the sex part."
- "Child rearing, single young adults, marriage, cultures."
- "Values."
- "Understanding child development and various child rearing philosophies."
- "Marriage."
- "Family management."
- "Death and dying."
- "Personal development."

4. Indicate any particular question you would have liked answered in class which was not covered.
- "Money managing."
- "Can racial groups be assimilated into a white society without losing their own identities and individualism? How does the predominant society view racial groups?"

5. Other comments or suggestions:
- "More small group discussion."
- "Good course."
- "More guest speakers on important subjects."

APPENDIX C

FAMILY LIFE OPINION QUESTIONNAIRE

AND

SUMMARY OF RESPONSES

Instructions

Below are a number of statements. Please circle the answer which best applies to you.

1. Family Life Education has improved my ability to communicate.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	5	23	19	9	1	57*
Percent	8.8	40.4	33.3	15.8	1.8	100%

2. Family Life Education has given me greater self-confidence.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	2	22	19	12	2	57*
Percent	3.5	38.6	33.3	21.1	3.5	100%

3. Family Life Education has caused me to have poorer relationships with my parents.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	0	1	10	[illegible]	25	57*
Percent	0	1.8	17.5	36.[illegible]	43.9	100%

4. Since taking Family Life Education I find it easier to discuss attitudes with the opposite sex.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	4	17	25	8	3	57*
Percent	7.0	29.8	43.9	14.0	5.3	100%

* no response from one student

APPENDIX C, continued

5. Many misconceptions regarding sex information have been corrected since taking Family Life Education.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	8	28	15	2	4	57*
Percent	14.0	49.1	26.3	3.5	7.0	100%

6. Family Life Education has provided me with a better understanding of the responsibility of relationships with people.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	4	33	10	8	2	57*
Percent	7.0	57.9	17.5	14.0	3.5	100%

7. Family Life Education has promoted in me a greater respect for my parents.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	1	11	29	15	2	58
Percent	1.7	19.0	50.0	25.9	3.4	100%

8. Questions asked in the Family Life Education courses are embarrassing for me.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	1	7	15	19	16	58
Percent	1.7	12.1	25.9	32.8	27.6	100%

9. Some questions asked me in Family Life Education should not be asked since my answers should not concern others.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	7	13	14	16	8	58
Percent	12.1	22.4	24.1	27.6	13.8	100%

* no response from one student

APPENDIX C, continued

10. Family Life Education has made me more inclined to experiment with sex.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	1	3	20	14	20	58
Percent	1.7	5.2	34.5	24.1	34.5	100%

11. I sometimes feel I am being used as a "guinea pig" when taking part in Family Life Education.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	4	11	7	21	15	58
Percent	6.9	19.0	12.1	36.2	25.9	100%

12. Sex education is something that should be taught in conjunction with moral values.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	3	24	21	6	4	58
Percent	5.2	41.4	36.2	10.3	6.9	100%

13. There is no need for sexual education to be taught in schools.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	0	1	5	22	30	58
Percent	0	1.7	8.6	37.9	51.7	100

14. Since taking the Family Life Education course a number of myths and misinformation about human behaviour have been clarified.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	4	31	15	2	6	58
Percent	6.9	53.4	25.9	3.4	10.3	100

APPENDIX C, continued

15. Family Life Education has promoted a sense of self awareness in me.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	7	27	13	9	2	58
Percent	12.1	46.6	22.4	15.5	3.4	100%

16. I feel that the teachers I had for Family Life Education are comfortable discussing Family Life Education topics.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	19	20	12	4	3	58
Percent	32.8	34.5	20.7	6.9	5.2	100%

17. Family Life Education should be offered at an earlier age.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	9	18	13	15	3	58
Percent	15.5	31.0	22.4	25.9	5.2	100%

18. Family Life Education has assisted me to be more realistic in selecting a mate.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	1	14	21	15	7	58
Percent	1.7	24.1	36.2	25.9	12.1	100%

19. Since taking Family Life Education I have become more aware of the responsibilities of parenthood.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	5	36	11	4	2	58
Percent	8.6	62.1	19.0	6.9	3.4	100%

20. Since taking Family Life Education I have become more aware of various aspects of Family Law

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	5	35	11	7	0	58
Percent	8.6	60.3	19.0	12.1	0	58

APPENDIX C, continued

21. Communication of feelings in a marriage is essential.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	36	19	3	0	0	58
Percent	62.1	32.8	5.2	0	0	100%

22. Family Life Education has increased my knowledge of community resource information

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	7	27	18	6	0	58
Percent	12.1	46.6	31.0	10.3	0	100%

23. My basic values have not changed since taking Family Life Education.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	17	22	9	7	3	58
Percent	29.3	37.9	15.5	12.1	5.2	100%

24. Since taking Family Life Education I have become more aware of my personal values.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	6	30	14	5	3	58
Percent	10.3	51.7	24.1	8.6	5.2	100%

25. Family Life Education has done little to help me be tolerant of differing opinions

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	3	8	18	23	6	58
Percent	5.2	13.8	31.0	39.7	10.3	100%

26. Family Life Education has done little to improve upon the old Guidance Program.

A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	4	5	9	18	22	58
Percent	6.9	8.6	15.5	31.0	37.9	100%

27. What I have learned in Family Life Education is useful to me.

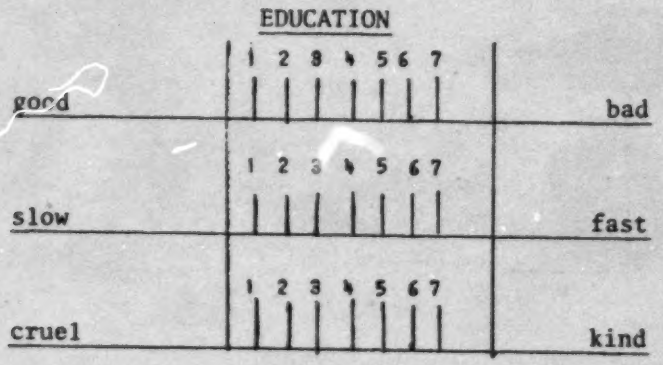
A. Strongly agree
B. Agree
C. Indifferent
D. Disagree
E. Strongly disagree

	A	B	C	D	E	Total
No. of responses	17	26	5	4	6	58
Percent	29.3	44.8	8.6	6.9	10.3	100%

SEMANTIC DIFFERENTIAL INSTRUMENT

On the following pages there is either a word or a phrase in CAPITAL LETTERS below which are pairs of opposite words. Between each pair of opposites there are seven vertical lines. YOU are to place a mark on one of the seven vertical lines to indicate how you feel about the CAPITALIZED word or concept.

EXAMPLE

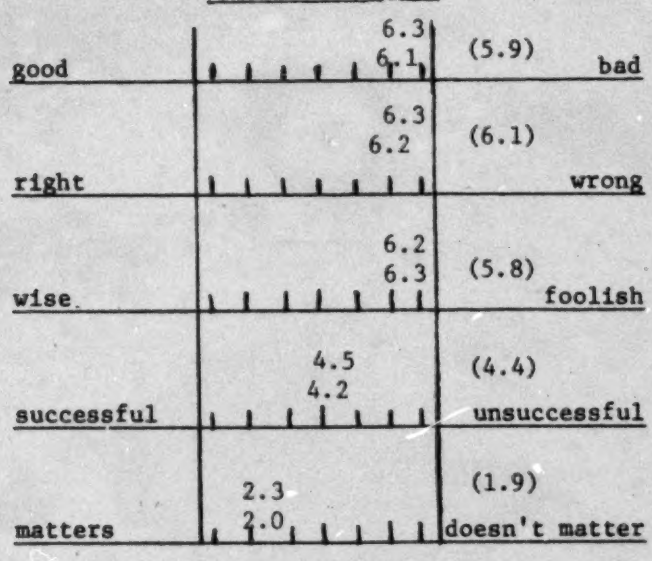


In this example, "EDUCATION" is the idea being described and the pairs of opposites are Good-Bad, Slow-Fast, and Cruel-Kind. If "EDUCATION" seems to you to mean something VERY GOOD, you would put a mark on the first vertical line on the Good-Bad scale. If "EDUCATION" seems to you to mean something SLOW, then you would place your mark on the second vertical line on the Slow-Fast Scale. And if you feel that "EDUCATION" means something which is neither CRUEL nor KIND, then you would put your mark on the middle vertical line - the fourth one.

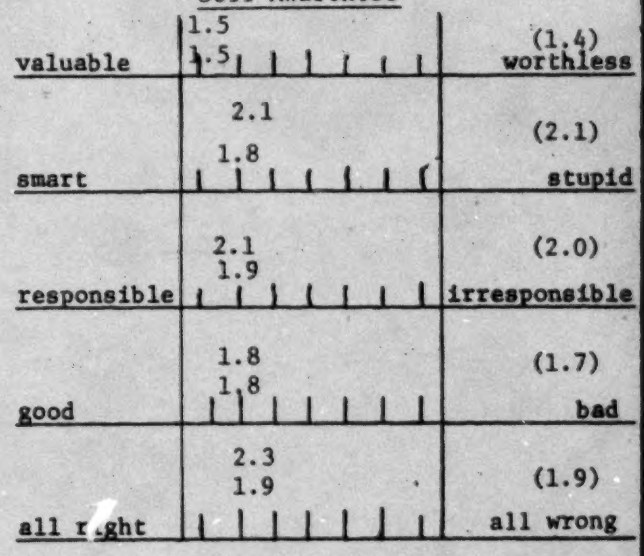
On the following pages, place your marks rapidly. What is wanted is your first impression. There are no "right" or "wrong" answers. Be sure to make only one mark for each pair of words. Do not skip any pairs of words or pages.

Each bracketed figure represents control group mean.
Each upper figure represents pre-test mean.
Each lower figure represents post-test mean.

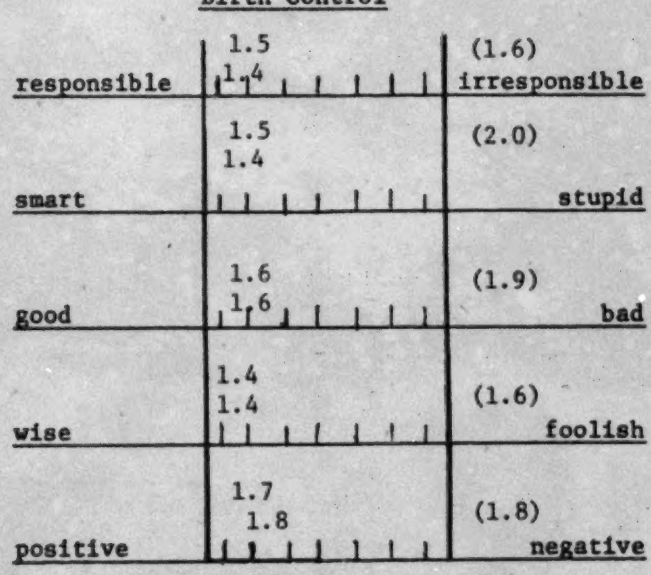
Racial Prejudice



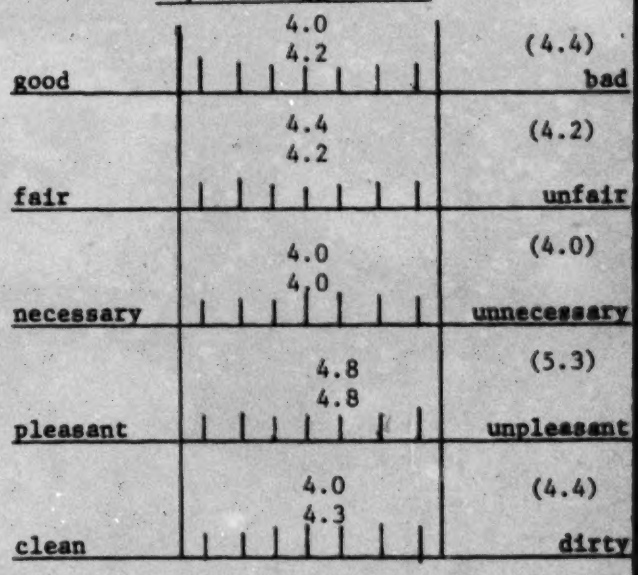
Self-Awareness



Birth Control

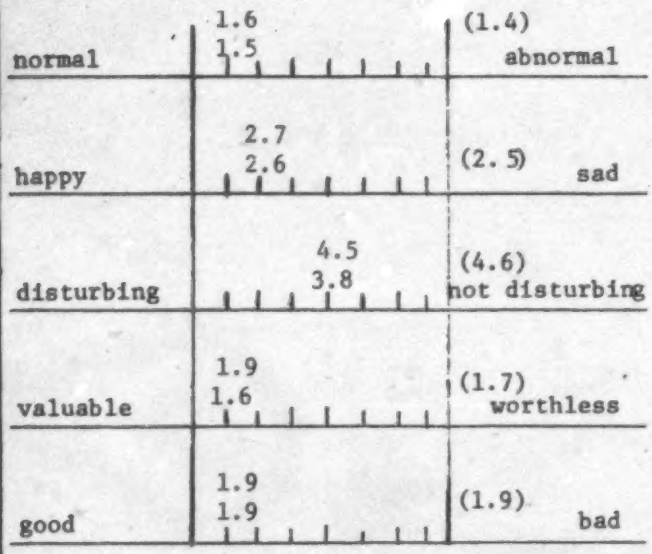


Physical Aggression

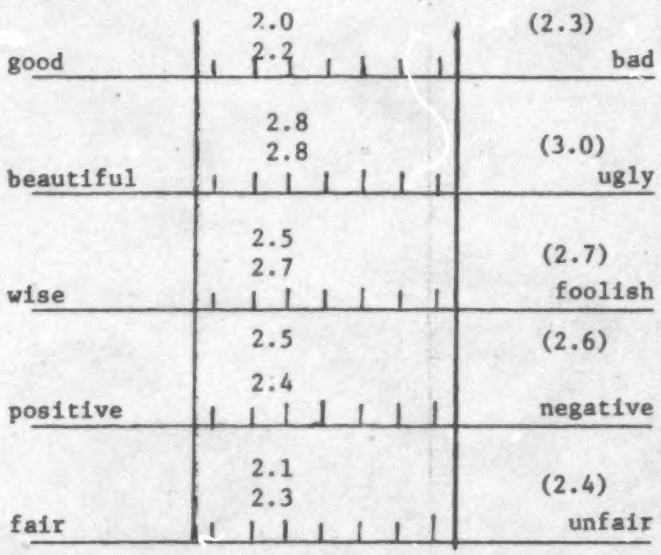


APPENDIX D, continued

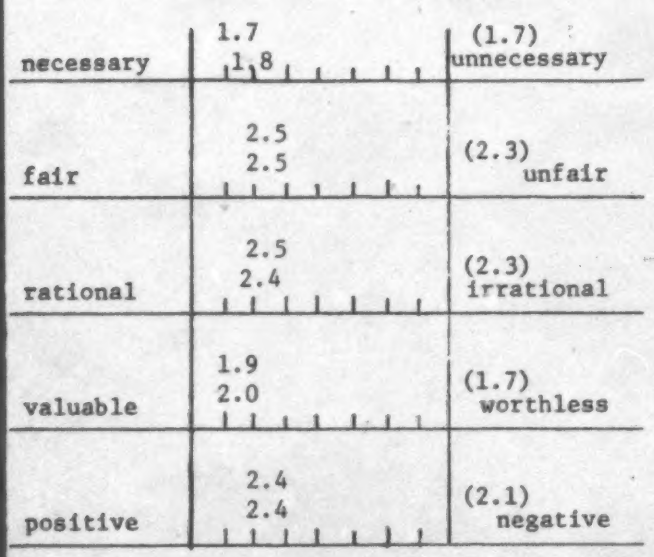
Individual Differences



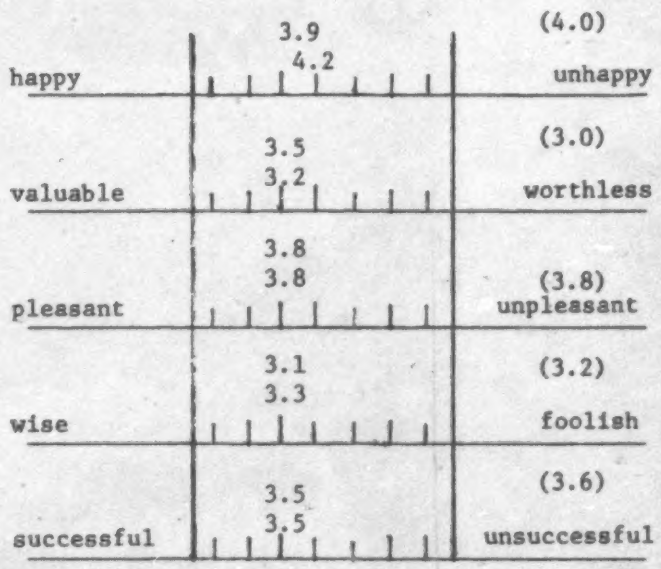
Equal Status for Men & Women



Discipline

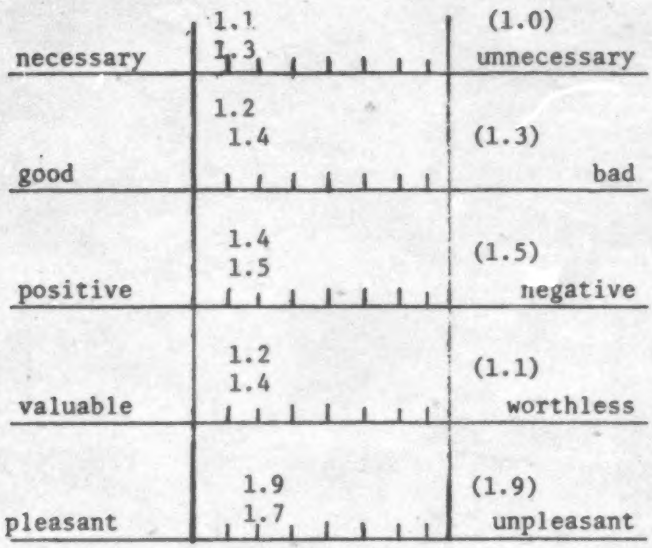


Old Age

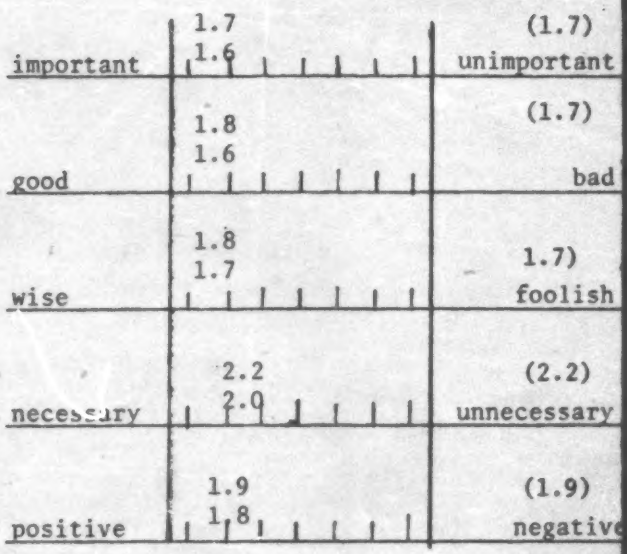


APPENDIX D, continued

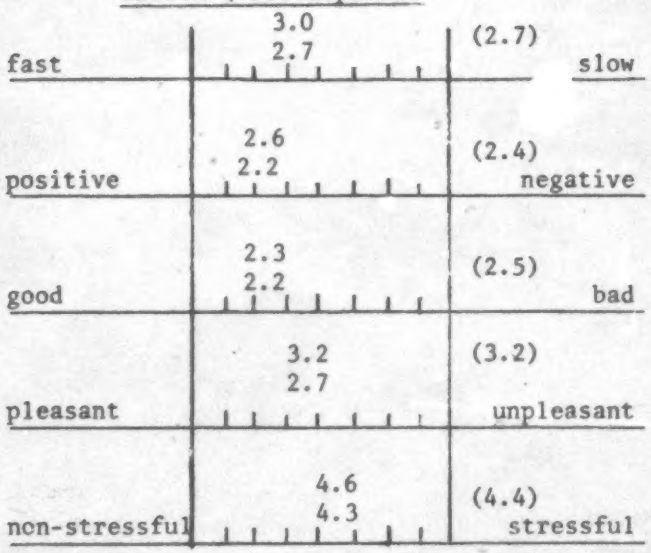
Communication



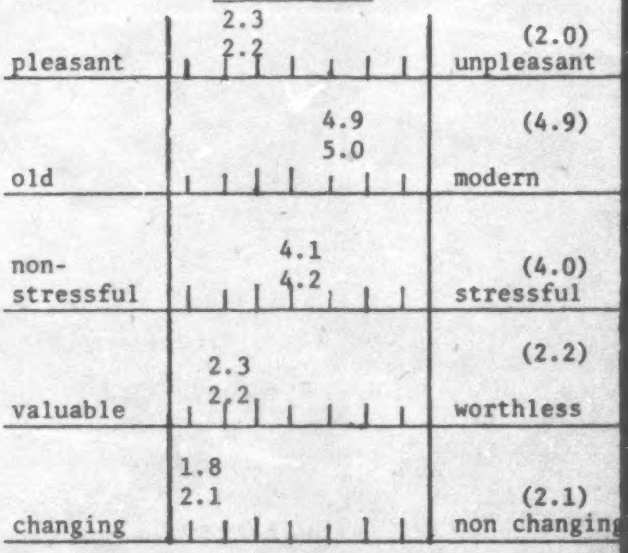
Financial Independence



Growth & Development

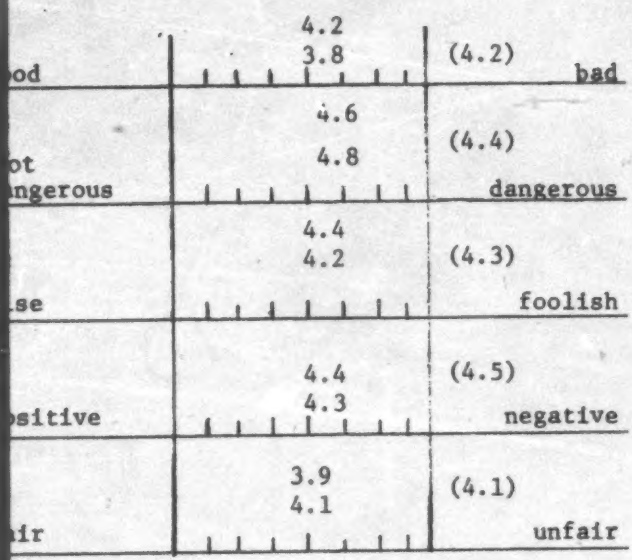


Life Styles

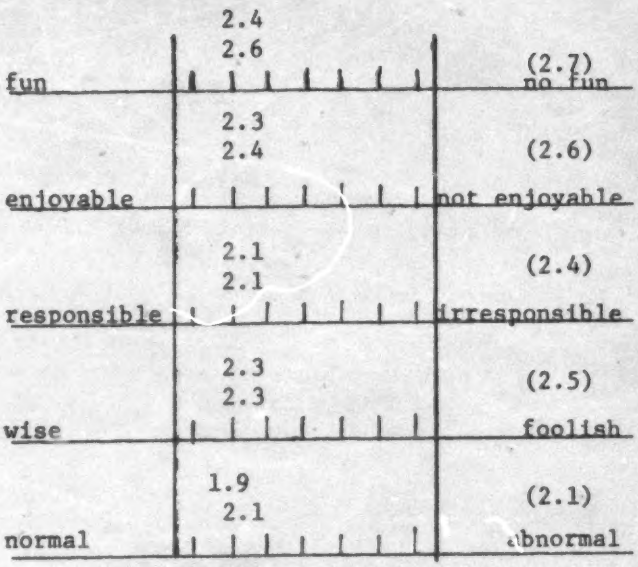


APPENDIX D, continued

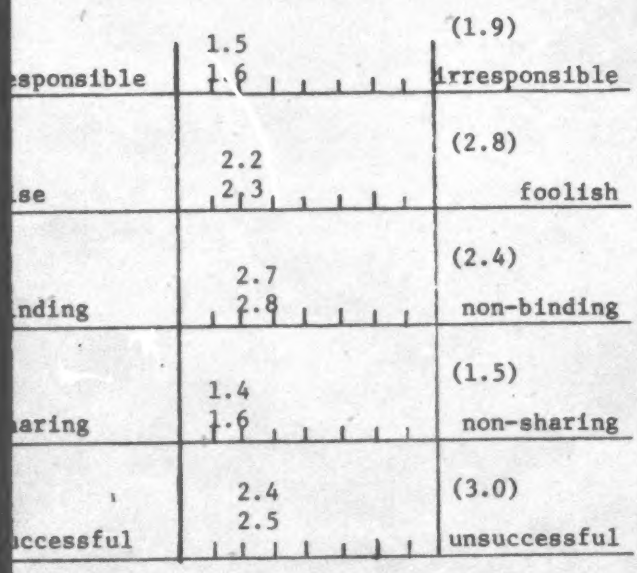
Conflicts in Marriage



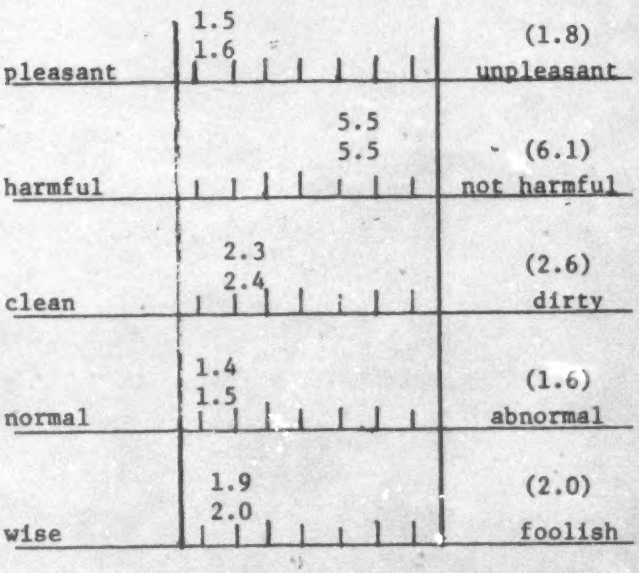
Families



Marriage



Dating



APPENDIX E

TECHNICAL APPENDIX

A Hotelling "t^2" analysis of the difference between the pre- and post-test means yielded at "t^2" value of 200.7 and an associated F-value of 0.99 which was not significant at the .05 level. The "t^2" analysis for comparison of post-test Family Life Education scores with the Grade 12 control group scores yielded a "t^2" value of 290.9 and associated F-value 0.87 which was not significant at the 0.05 level. Therefore, the mean scores for the post-test Family Life group of students did not differ significantly from the mean scores of the Grade 12 students who did not have Family Life Education.